R E P O R T R E S U M E S

ED 019 199 RE 001 221

AN INTEGRATED TEAM TEACHING APPROACH TO METHODS COURSE.

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PUB DATE 26 APR 68

EDRS PRICE MF-$0.25 HC-$0.36 7P.

DESCRIPTORS- *PRESERVICE EDUCATION, *TEAM TEACHING, *METHODS COURSES, SPECIALISTS, LANGUAGE ARTS, MATHEMATICS, ELEMENTARY SCHOOL SCIENCE, SOCIAL STUDIES, INSTRUCTIONAL MEDIA, COLLEGE STUDENTS, *TEACHER EDUCATION,

TEACHER EDUCATION THROUGH APPLIED METHODS (TEAM), AN EXPERIMENTAL PROGRAM FOR THE INTEGRATION OF ELEMENTARY METHODS COURSES, IS DISCUSSED. SPECIALISTS WHO MAY FORM A TEACHING TEAM ARE OFTEN FROM THE AREAS OF LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND INSTRUCTIONAL MEDIA. THE PURPOSES FOR DEVELOPING A TEAM APPROACH ARE TO REDUCE THE OVERLAP OF METHODS COURSES CONTENT, TO DEVELOP A FAVORABLE ATTITUDE TOWARD INNOVATION AND CHANGE, TO PROVIDE PRACTICAL APPLICATIONS OF THEORY, TO GIVE EXPERIENCE IN THE ANALYTICAL STUDY OF THE TEACHING-LEARNING PROCESS, TO INCREASE COOPERATION BETWEEN THE TEACHER EDUCATION INSTITUTION AND THE LOCAL SCHOOL SYSTEM, AND TO FOSTER INTERACTION TOWARD TEACHER EDUCATION AMONG THE TEAM MEMBERS. THE PROGRAM INCLUDES THE USE OF SIMULATED MATERIALS, MAJOR TOPICS, AND METHODS COURSES. THE CORRELATION AMONG THE CONTENT AREAS IS DESCRIBED. FLEXIBILITY IN SCHEDULING AND CLOSER STUDENT-FACULTY RELATIONSHIPS ARE CONSIDERED INHERENT IN THE PROGRAM. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (BOSTON, APRIL 24-27, 1968). (BK)

ED019199

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[INTERNATIONAL READING ASSOCIATION, BOSTON, APR. 24-27, 1968]

An Integrated Team Teaching Approach to Methods Course Undergraduate Teacher Preparation

Friday, April 26 - 10:30 - 11:30

Teacher Education through Applied Methods is an experimental program in the integration of elementary education methods courses at Indiana University using a faculty teaching team. The team consists of specialists from each subject area: language arts, mathematics, science, social studies, and instructional media. The TEAM project was developed in an attempt to reduce the overlap of content in the methods course; develop a favorable attitude toward innovation, change, and current trends in elementary education; provide practical application of the theory introduced in the methods courses; give experience in the analytical study of the teaching-learning process; increase cooperation between the teacher education institution and the local school system; and an interaction of ideas toward teacher education of the members of the teaching team. The objectives stated in performance terms, identifies the intended proficiencies of the student.

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The prospective elementary teacher:

1. is able to express his philosophy of education in terms of: objectives, motivation, child development, learning processes, evaluation, societal factors; to defend his point of view; and to implement his philosophy by his actions in the classroom.
2. develops the curriculum in his classroom on the basis of written performance objectives which are relevant to the pupils and in small-step sequential programming; and provides evidence of short and long range planning.
3. manages his classroom effectively by constructing limits and procedures cooperatively with pupils, disciplines fairly and consistently, and keeps accurate records of students' behavior and performance.
4. teaches in a variety of styles in keeping with goals and matches the various learning styles of his pupils, using inductive and deductive methods, questioning, role-playing, discussions, pupil initiated activities, and problem solving situations.
5. develops a favorable attitude toward innovation and change and demonstrates this through his selective implementation of new teaching practices such as multi-media approach and utilization of films, filmstrips, television, and programmed instruction after careful evaluation of such.
6. demonstrates his knowledge of individual differences and readiness for certain skills by providing learning experiences of varying levels, differentiated assignments, and encouragement dependent upon the needs of his students.

7. continues his scholarly inquiry through additional education, reading professional literature, activity in professional groups, demonstrates his interest in educational research by identifying on-going research in various subject areas, suggests possible action research for implementation in his classroom or in assisting other members of his profession.
8. evaluates his own teaching performance through measurement of pupil progress and through comparing and contrasting his performance with others, utilizing such resources as video-tapes and interaction analysis techniques.
9. correlates and integrates the subject matter areas in content and skills whenever and wherever advisable.
10. motivates his pupils to learn by relating learning experiences to their everyday world by capitalizing on their interests, by providing a purpose for learning, and by using creative, original, multi-sensory materials and approaches.
11. demonstrates his knowledge of learning resources, material and human, by efficient selection and utilization of them on the basis of the objectives.
12. identifies major trends in elementary education, discusses them intelligently, and evaluates their implementation as applying to his own school program.
13. demonstrates his knowledge of evaluation procedures through appropriate use of multiple measurement techniques appropriate to the stated objectives.

Elementary education students are first introduced to a typical community,

its public schools and the decision-making situations of its teachers through the use of simulated materials as tapes, films, slides, and mimeographed material. The simulation is intended to provide a common experiential background and a setting for methods courses and practical experience in the public schools.

The students are involved in methods courses and major topics three mornings a week for a semester; two mornings per week they receive practical experience through observation and participation in the classrooms of the public schools.

Planning sessions of the team faculty are required weekly to ensure as much integration of the methods courses as possible. Each specialist in the subject area outlines the objectives of his course and the intended content. Analysis of these course outlines permits identification of topics which underlie all areas.

Reduction of overlap is then accomplished by the presentation of these major topics to the total group. The topics selected are: Objectives of American Education; Developing Performance Objectives; The Learner and Motivation; Problem Solving, Inquiry, and Discovery; Interaction Analysis; Curriculum Patterns; Planning; Identifying Individual Differences; Pupil Evaluation; Reporting Pupil Progress; and Strategies for Change in Education.

As an example, the topic developing performance objectives, after presentation to the total group, is discussed in each of the other methods courses in terms of how it may be applied to that particular area. In language arts, students are then required to develop objectives stated in behavioral terms for acquiring listening skills. At the same time, science, social studies, and math instructors will reinforce the development of behavioral objectives in their respective areas. Each of the major topics is treated in the same manner.

However, not all major topics will require assignments in each of the separate methods areas. The time which is saved by presenting major topics is utilized for practical experience in elementary classroom in the public schools and audio-visual instruction.

Another advantage of the team teaching approach is the opportunity to demonstrate the correlation of the content areas. Whenever possible the content in one course is related to that of the others as, the discussion of experience charts in language arts through the use of a field trip related to social studies. Utilization of children's literature books in social studies will be presented by the language arts instructor. Reading skills necessary in the content areas are discussed as they relate to science, social studies, and math.

Assignment of learning tasks is streamlined in the team approach. Discussion by team members of the type of learning tasks which can best be utilized in his subject area reduces the number of assignments and distributes them over the semester more evenly. After discussion of lesson planning, for example, it is not necessary for the student to prepare lesson plans in each of the subject areas. This learning task can be assigned to one area; thus, meaningless repetition of learning tasks is avoided. In addition, the assignments required are applied to their practical experiences.

Audio-visual instruction in the team approach is not treated as a separate subject, but developed in relation to the other methods areas. Film utilization, rather than discussed under a separate topic, is presented in terms of the presentation of a science film or film evaluation is accomplished while viewing social studies films. Production techniques may be the preparation of a bulletin board for language arts or the mounting of pictures for a science presentation. Thus, students see the value of acquiring these skills in their meaningful application.

Team members' opportunities to discuss their philosophies of education relative to teacher education is valuable. These shared ideas often clarify interpretations and prevent extreme contradicting philosophies to be presented to students. In other words, statements of teaching methods advocated by one instructor will not be completely reputed by another. This does not mean that differences of opinion are not welcomed, discussed, and shared with students.

Flexibility in the scheduling of class sessions is possible through a team effort. If certain problems arise in one methods area and additional time is needed to alleviate them, classes can be rearranged to allow for such situations. Also activities that require more than the designated class period such as a lengthy film, discussion groups, or special presentations can be accommodated.

Closer student-faculty relationships are possible in this program due to the integration of the methods courses, since the same instructors are involved in more than one activity. Team members supervise the practical experience of the students in the public schools which gives them additional faculty contact. An informal atmosphere is established during small group discussions with students to improve rapport.

During supervision of the practical experiences in the schools, instructors have the opportunity to observe activities conducted and problems encountered which then permits them to adjust their methods courses to the realities faced by the students. Also, closer working relationships between teachers and administrators in the public schools is possible. This provides use of the resources of the team faculty to the schools. Advantages to the elementary education students involved in the program include the opportunity to observe the operation of a

teaching team which can be applied to their own teaching experience; a closer personal relationship with faculty members; practical experience in the classroom to provide motivation for and application of the methods courses; and audio-visual instruction.

Team members identify the esprit de corps established within the teaching team as a major advantage of the program. Increased time and effort on the part of the team members may be presented as a disadvantage, but when one weighs this against the many advantages, it is soon over looked.